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Searching for Ethical Footing in the Time of Reform

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2021 Society of Professors of Education Outstanding Book Award

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Joseph N. Cooper

A Legacy of African American Resistance and Activism Through Sport

New York, 2021. XII, 378 pp., 3 tables.

Global Intersectionality of Education, Sports, Race, and Gender. Vol. 4

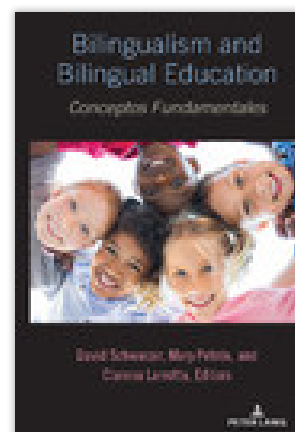
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In recent years, there has been increased attention garnered toward activism in sport within

the United States. In 2016, Colin Kaepernick's activist act of taking a knee during the national anthem before National Football League games sparked a nationwide debate on the intersection of sports, race, and politics. Kaepernick's actions were a part of a long lineage of activism in and through sport. Prior accounts of African American activism in and through sport have been limited in the following eight areas: (1) primarily focused on one type of activism (e.g., symbolic protests/boycotts); (2) a lack of differentiation between activism and borderline activist actions (e.g., agency, pioneering, and advocacy); (3) a lack of emphasis on hybrid resistance; (4) a focus on athletes and teams versus sportspersons (i.e., media, scholars, business leaders, and community members) and institutions (i.e., historically Black colleges and universities, athletic programs, and conferences) more broadly; (5) largely focused on one era of prominent athlete activism in the 1960s; (6) principally excluded and marginalized the importance of women's role in resistance efforts (e.g., activism for social change); (7) primarily focused on activism at the intercollegiate and professional levels with less attention toward youth and interscholastic levels; and (8) a lack of theoretically driven analyses of the resistance efforts exhibited by African American sportspersons, teams, groups, organizations, and institutions. Instead of exclusively

using the term activism, the author uses the broader encompassing term of resistance as the focal framework for this text. Resistance is defined as intentional and/or unintentional actions by individuals, groups, organizations, and/or institutions that challenge oppressive systems and ideological hegemony. Using adaptive race- and ethnicity-centric typologies and interdisciplinary theories, this book offers a critical analysis of African Americans' intra- and inter-generational resistance actions where, when, why, and how sport has been utilized to express their humanity, preserve their cultural heritages, empower themselves and their communities, project political views, and pursue freedom, equality, and justice.

Ideal for undergraduate and graduate level courses in Sport Management, African American Studies, Africana or Black Studies, History, Sociology, Cultural Anthropology, and Cultural Studies.



David Schwarzer • Mary Petró • Clarena Larrotta (eds.)

Bilingualism and Bilingual Education

Conceptos Fundamentales

pb. ISBN 978-1-4331-8497-0
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hb. ISBN 978-1-4331-8450-5
CHF 118.– / €^D 100.95 / €^A 100.60 / € 95.80 / £ 77.– / US-\$ 114.95

Bilingualism and Bilingual Education: Conceptos Fundamentales explores relevant concepts of bilingualism for pre-service Spanish/English bilingual teachers in the United States. This volume is reader friendly while presenting complex theoretical content. It is the first of its kind to seamlessly switch between English and Spanish languages for academic purposes. This book fills a gap in the academic literature related to translanguaging as a modern and global phenomenon. The authors invite bilingual educators to develop bilingual classrooms with bilingual students in which academic English and Spanish are in-

Joanne Turner-Sadler

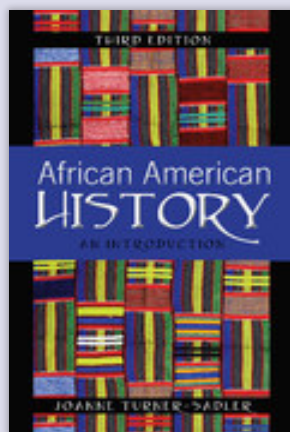
African American History

An Introduction, Third Edition

pb. ISBN 978-1-4331-7477-3
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Every year more colleges and high schools are offering classes (and often making them required classes) in Black history. Joanne Turner-Sadler provides a concise and probing treatment of 400 years of Black history in America that can be used with age groups ranging from high school through college and beyond. Equally the book provides a digestible overview for anyone interested in African American history and the constructs of the culture. In *African American History: An Introduction, Third Edition* the author touches on key figures and events that have shaped African American culture beginning with a look at Africa and its various civilizations and the migration of the African people to America. Some essential topics covered in this updated edition: African Kingdoms and Rise of Slavery in Europe The Roots of Oppression in the Americas The Origins of the Black Middle Class Emancipation, Civil Rights, and the Quest for Equality The First Black President and the Growth of New Coalitions Demographic and Ethnic Change beyond the 20th Century Them Vs. Us: Tribalism and Voter Suppression This book is an indispensable addition to all library collections as well as a teaching tool for instructors. It is heavily illustrated (photos, maps, timelines) with useful end-of-the-chapter questions, summaries, and activities for further study. Additionally, this book contains a handy bibliography of suggested readings.

Ideal for secondary and undergraduate level courses in African and African-American History, Africana and Black Studies, U.S. and Transatlantic History, and history teacher education.



tentionally mixed. Volume contributors center their discussions on theory, practice, and action as they reflect on their own bilingual journeys. Features such as glossary terms, discussion questions, and intentional reflection on each author's bilingual journey make it innovative and a must read in all bilingual teacher preparation programs in the nation.

Ideal for undergraduate and graduate level courses in bilingual education and teacher education, as well as introductory courses in ESL or TSL programs.

Ian Levy · Edmund Adjapong (eds.)

HipHopEd: The Compilation on Hip-Hop Education

Volume 3: Hip-Hop as Resistance and Social and Emotional Learning

Hip-Hop Education. Innovation, Inspiration, Elevation. Vol. 3

pb. ISBN 978-1-4331-8161-0
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eBook ISBN 978-1-4331-8341-6
CHF 29.– / €^D 24.95 / €^A 25.70 / € 23.30 / £ 19.– / US-\$ 27.95

For the third volume of *HipHopEd: The Compilation on Hip-Hop Education*, the authors continue to highlight the voices, stories, and narratives of educators and scholars who approach their practice and research using a framework anchored in hip-hop culture. Much like prior iterations of this compilation, this edited volume includes chapters from senior scholars, emerging scholars, and practicing educators. The goal of the co-editors is to continue to support and share scholarship that is rooted in hip-hop culture that provides new practical and strategic insights for scholars, practitioners, students, community members, and policy-makers as it relates to processing a bevy of life's stressors. This volume highlights the use of hip-hop as resistance and social emotional learning across educational spaces. The chapters in this text are informed by hip-hop theory, practices, and the authors' lived experiences in order to offer individuals approaches as in the development of social and emotional resources to navigate the world at large. The authors explore how educators and scholars alike can leverage hip-hop to both disrupt education and asocial norms and support students in social and emotional learning. These two distinct sections offer a robust pathway to both advocate for hip-hop culture to exist authentically within schools, and then to use hip-hop culture to address a bevy of social and emotional outcomes.

Ideal for undergraduate and graduate level courses in hip hop education, hip-hop studies, urban education, teacher education, social justice, sociology, African-American and Black studies, and cultural studies.

Alejandro J. Gallard Martínez · Wesley B. Pitts · Belinda Flores Bustos · S. Lizette Ramos de Robles · Lorena Claeys

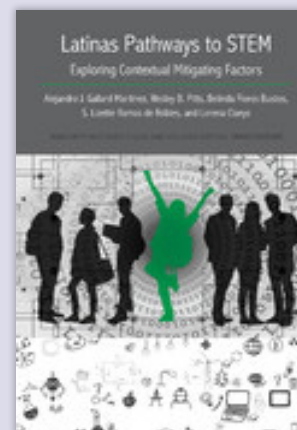
Latinas Pathways to STEM

Exploring Contextual Mitigating Factors

New York, 2021. XVI, 120 pp., 3 b/w ill.

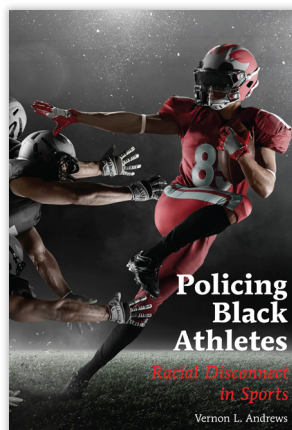
Critical Studies of Latinxs in the Americas. Vol. 26

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Latinas Pathways to STEM: Exploring Contextual Mitigating Factors presents transnational case studies of Latinas and Mexicanas pursuing a STEM degree/career from the United States (Georgia, New York, Texas) and México. The authors underscore that the experiences of the participants highlighted in this book provide insights into how to support successful Latinas and Mexicanas in STEM career pipelines and pathways. In doing so, the authors address the need for a set of approaches to STEM education policy that acknowledges that institutionalized pipelines often create replication by funding intervention programs that attempt to sterilize context by identifying variables and ignoring the associated contextual mitigating factors (CMFs). Researchers and funders of STEM intervention efforts can learn from the analysis of these case studies that successful Latinas and Mexicanas developed tactical understanding, which reinforced their identity and resisted how they were positioned by negative CMFs, reaffirming their aspirations and successes in STEM.

Ideal for undergraduate and graduate level courses in policy, education research, science education, and various interdisciplinary STEM courses, as well as for K-12 school districts and administrators.



Vernon L. Andrews

Policing Black Athletes

Racial Disconnect in Sports

New York, 2020. XXXVIII, 286 pp., 11 color ill.

Global Intersectionality of Education, Sports, Race, and Gender. Vol. 2

pb. ISBN 978-1-4331-6787-4
CHF 67.– / €^D 57.95 / €^A 59.60 / € 54.20 / £ 44.– / US-\$ 64.95
eBook ISBN 978-1-4331-8107-8
CHF 67.– / €^D 57.95 / €^A 59.60 / € 54.20 / £ 44.– / US-\$ 64.95

“Why isn’t sport played the way it used to be played, when football was for men who loved

America, who saluted the flag, and who respected our men in blue and our troops by standing—and not kneeling—for our National Anthem” This sentiment permeates American football today, and represents the feelings of many fans who can appreciate their Black heroes, but find the issue of “Blackness” via the two extremes of celebratory expression and protest, regressive. “This should be about sport, not politics,” many feel. The author concurs. As much as we may wish the sporting arena didn’t have to be the last battlefield for Civil Rights, here we are. This book explores how conflicts over diversity, culture, inclusion, exclusion, protest and control have been played out over the twentieth century in various sports and institutions. Are there lessons to be learned from our overlapping—though at times, separate—cultural histories of Black and White? This book is about how we learn to act when in public and when playing sports. Infused in this conversation is the ever-present policing of Black bodies in sport and society, and the disconnect we have as citizens living in the same country perpetually divided by race. Interwoven throughout are solutions for moving forward.

Ideal for undergraduate and graduate level courses in African-American and Black studies, cultural studies, sociology, sport psychology or sociology, and history of sports.

Mona Y. Davenport (eds.)

Unleashing Suppressed Voices on College Campuses

Diversity Issues in Higher Education, Second Edition

New York, 2021. XIV, 332 pp., 2 b/w ill.

Higher Ed. Questions about the Purpose(s) of Colleges and Universities. Vol. 19

pb. ISBN 978-1-4331-8602-8

CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95

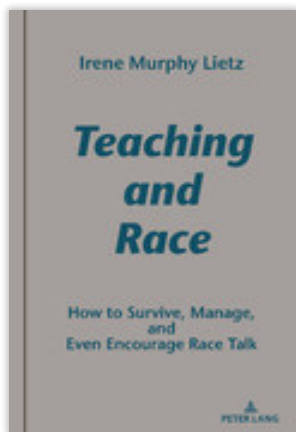
eBook ISBN 978-1-4331-8603-5

CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95



To be unleashed is to be unbridled, set free, not controlled, or loosed. This second edition of *Unleashing Suppressed Voices on College Campuses* is all of these descriptors and more. The contributors of this volume released the often captive voices of students, faculty, and staff on college campuses who are mostly marginalized and silenced. The cases that are shared in the book are from actual experiences that many have faced in recent years. As such, the use of cases in teaching and training relative to diversity, equity, inclusion, and belonging are important and useful tools. This book is a must use for courses in student affairs prep, higher education leadership, human resource development in higher education, and counseling programs. The cases provide rich context, detailed storytelling, theoretical frameworks, and thought provoking questions to encourage dialogue within the classroom or training sessions.

Ideal for undergraduate and graduate level courses in student affairs, higher education leadership, and sociology, as well as for counseling programs and human resource development on campus.



Irene Murphy Lietz

Teaching and Race

How to Survive, Manage, and Even Encourage Race Talk

New York, 2020. XII, 170 pp.

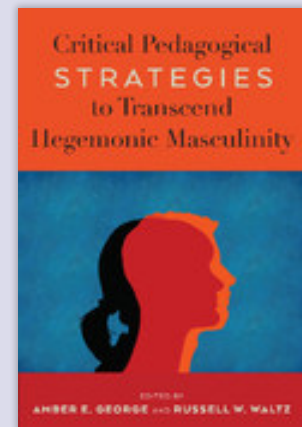
pb. ISBN 978-1-4331-8292-1

CHF 36.– / €^D 31.95 / €^A 32.10 / € 29.20 / £ 24.– / US-\$ 34.95

Teaching and Race: How To Survive, Manage, and Even Encourage Race Talk provides an in-depth interdisciplinary analysis of some common student talk about race, its flavor, character, rhetorical, sociological, psychological and educational development sources, and manageable tools for responding to students. The

book recommends an accessible two-step, compassionate listening followed by critical challenges, to make the transformative connection between emotion and evidence. The book helps teachers embrace the moments of difficult conversation, confront student denial (as well as their own), and take advantage of the unique opportunity the classroom provides to advance the students' anti-racist identity development. *Teaching and Race* narrates common, sometimes offensive, language in four student interviews that are tied to strong feelings of confusion, denial, guilt, resistance and more. The student interviews help college teachers name and analyze loaded racial discussion so that they can thoughtfully address it in the classroom, rather than feel their only choices are explosive confrontation, gloss-overs or redirection. The book empowers teachers to shift potentially confrontational race talk to open-minded race dialogues that ultimately defuse the shock, sting, alarm and confusion of race talk by well-intentioned but unpracticed voices. The book creates a compassionate but informed moment for teachers, preparing them to confidently raise a critical challenge to misinformation at the moment it arises, and providing a beginning response for the teacher.

Ideal for undergraduate and graduate level courses in teacher education, social justice, sociology, and cultural studies.



Kandace G. Hinton • Valerie Grim
• Mary F. Howard-Hamilton • O.
Gilbert Brown • Amber E. George •
Russell W. Waltz (eds.)

Critical Pedagogical Strategies to Transcend Hegemonic Masculinity

New York, 2021. VI, 218 pp.

Radical Animal Studies and Total Liberation. Vol. 7

pb. ISBN 978-1-4331-8337-9

CHF 42.– / €^D 34.95 / €^A 37.60 / € 34.20 / £ 28.– /
US-\$ 40.95

eBook ISBN 978-1-4331-8338-6

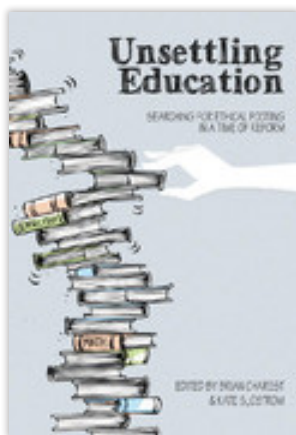
CHF 42.– / €^D 34.95 / €^A 37.60 / € 34.20 / £ 28.– /
US-\$ 40.95

This book presents educational strategies for combating the harmful effects of hegemonic masculinity in the college classroom. The critical pedagogy presented in this book challenges some of the heteronormative tendencies present in the fields of media studies, literary studies, linguistic studies, philosophy, and critical thinking.

Ideal for undergraduate and graduate level courses in pedagogy and curriculum studies, gender and women's studies, LGBTQ+ and queer studies, cultural studies, American studies, philosophy, and critical theory.

AWARD WINNER!

2021 Society of Professors of Education Outstanding Book Award



Brian Charest • Kate Sjöström (eds.)

Unsettling Education

Searching for Ethical Footing in a Time of Reform

New York, 2019. XIV, 236 pp., 1 table

Social Justice Across Contexts in Education. Vol. 11

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CHF 118.– / € ^D 100.60 / € ^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95	

Unsettling Education: Searching for Ethical Footing in a Time of Reform offers a counter-narrative to the prevailing orthodoxies of schooling and school reform that conflate education and learning with that which can be measured on state-mandated examinations. Despite the push to “settle” the purposes of teaching and schooling in ways that see education as the teaching of a discrete set of skills that align with standardized exams, there are teachers and students who continue to resist standardization and whose stories suggest there are many ways to organize schools, design curriculum, and understand the purposes of education. *Unsettling Education* shares stories of how teachers have resisted state and local mandates to teach to the test in dehumanizing ways, how such teachers have sought to de-commodify educational spaces, how they have enacted their ethical commitments to students and communities, and how they have theorized such practices, sometimes even reconsidering their roles as teachers and the very purposes of schooling. Volume contributors offer concrete ways in which teachers might challenge the structures of schooling

to reveal the full humanity and potential of students through different forms of resistance pedagogy, institutional critiques, and critical self-reflection. Featuring a wide range of voices and contexts, the collections’ chapters blend story and theory, resulting in a volume both accessible and thought-provoking to varied audiences—from undergraduate students of education and concerned citizens to veteran educators, teacher educators, administrators, and policymakers.

Ideal for courses in courses in teaching for social justice, democratic teaching, school reform, urban education, curriculum and instruction, educational leadership, and teacher education.



Liesa Griffin Smith

Curriculum as Community Building

The Poetics of Difference, Emergence, and Relationality

New York, 2021. X, 218 pp., 1 b/w ill.

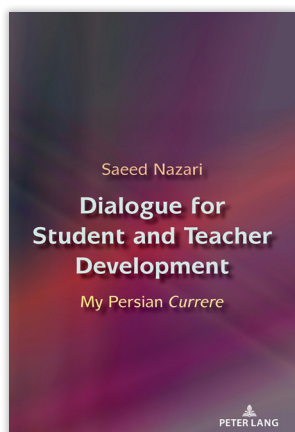
Complicated Conversation. A Book Series of Curriculum Studies. Vol. 57

pb.	ISBN 978-1-4331-8464-2
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eBook (SUL)	ISBN 978-1-4331-8465-9
CHF 44.– / € ^D 37.95 / € ^A 37.60 / € 35.80 / £ 29.– / US-\$ 42.95	

Our contemporary historical moment is often characterized by social, political, economic, technological, and educational complexities, as well as lived experiences of estrangement, isolation, insecurity, loss, threat, and trauma. Within this difficult context, conventional understandings of community which often rely upon assimilation or exclusion are devoid of hope, and new imaginations of community and community building are needed to cultivate generative, nurturing, sustaining experiences of life together. Through a multi-threaded exploration of the curriculum as embodied and emerging in a living ecosystem, new conceptualizations of community building may emerge. Drawing upon post-structural feminism, poetics, autobiography, and metaphors of the maternal body, this book explores the complicated intersections of difference, embodiment, emergence, and relationality within the curriculum, to reimagine the possibilities of building the other community, one inclusive of difference. Facing the challenges of our time with hope, grace, and creativity, this book is uniquely positioned in a middle space between the theoretical concerns of the academic community and the

needs for accessibility by the practitioner within an instructional context.

Ideal for undergraduate and graduate level courses in teacher preparation, curriculum development, and theory and practice of teaching & learning, as well as graduate level courses in social foundations, ethics and moral education, and school administration.



Saeed Nazari

Dialogue for Student and Teacher Development

My Persian Currere

New York, 2021. XX, 176 pp.

Complicated Conversation. A Book Series of Curriculum Studies. Vol. 56

pb. ISBN 978-1-4331-8250-1
CHF 44.– / €^D 38.95 / €^A 39.40 / € 35.80 / £ 29.– / US-\$ 42.95
eBook ISBN 978-1-4331-8285-3
CHF 44.– / €^D 38.95 / €^A 39.40 / € 35.80 / £ 29.– / US-\$ 42.95

In banking education where the focus of curriculum is producing legitimate knowledge to maintain the sociocultural arrangements, the subjectivity of students and teachers is simply taken for granted. Once credentialized, students can find the source of unease within as public education—centered on conformity and competition—has overlooked their individuality. To contribute to their self-understanding and self-love, self-education starts from reconstructing student and teacher educational experiences. Once students and teachers reflect on their educational experience using autobiographical writing, they can reconstruct their understanding of their self and their education. Using emancipatory and transformative

writing to liberate self through autobiographical method of *Currere*, this book takes a psychoanalytical and hermeneutic journey into student and teacher inner world. Once false self gets shattered following the synthetic phase of the method, students and teachers can reconnect to their true self disguised by non-ego—curriculum. As the source of aesthetic creation and inspiration, true self will connect students and teachers to their deeper layers of self-understanding and self-value using which they can recreate their lifeworlds and reconstruct their social and political spheres. Using hermeneutic dialogue following their rebirth, students and teachers will transfer their transformative and liberating understanding of lifeworld to their circumstances to reconstruct education.

Ideal for undergraduate and graduate level courses in curriculum studies, teacher education, social foundations, and multicultural education.

Matthew Farber

Gaming SEL

Games as Transformational to Social and Emotional Learning

pb. ISBN 978-1-4331-8595-3
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eBook (SUL) ISBN 978-1-4331-8596-0
CHF 42.– / €^D 35.95 / €^A 35.90 / € 34.20 / £ 28.– / US-\$ 40.95

Games enable children to practice emotions in spaces that are free from actualized consequences. With thoughtful guidance, games can help children manage emotions, perspective-taking, demonstrate empathic concern, and exhibit prosocial behaviors. Emerging research suggests that these competencies—also known as social and emotional learning (SEL) skills—are, in fact, teachable. In *Gaming SEL: Games as Transformational to Social and Emotional Learning*, Matthew Farber investigates the rich opportunities games have in supporting SEL skill development. Experts from the fields of education, game development, and SEL—including folks from CASEL, the Fred Rogers Center, Greater Good in Education, iThrive Games, Minecraft Education, and UNESCO MGIEP—share advice. Games themselves cannot be responsible for children's learning. Having a supportive educator or caregiver guiding experiences can be crucial. This book also includes recommendations for embedding games in classrooms in ways that support meaningful SEL skill development. Regardless of your experience, content area, or grade level, this book is for you!

Ideal for undergraduate and graduate level courses in teacher education, educational psychology, curriculum and lesson design, educational technology, game-based learning, and social and emotional learning.

Alex Quintanilla

Introducción a las variedades lingüísticas del español

enc. ISBN 978-1-4331-7906-8
CHF 123.– / €^D 105.95 / €^A 105.– / € 100.– / £ 80.– / US-\$ 119.95

Este libro ofrece una introducción a la diversidad lingüística del mundo hispano. Viajamos de manera virtual desde España a América para conocer los principales rasgos lingüísticos de cada región y país. En cada capítulo, el lector puede aprender sobre la pronunciación, la gramática, algunas palabras típicas y todo lo que hace, lingüísticamente hablando, el español se ve como una sola entidad, destacándose mayormente el español de España, y olvidándose de la enorme riqueza lingüística que ofrece cada país y región hispana. Asimismo, en este libro introducimos algunos términos básicos del estudio de la variación lingüística, la dialectología y la sociolingüística. Además de la parte teórica, este libro incluye una variedad de ejercicios prácticos e información sobre recursos adicionales disponibles en la red. Está escrito en un español apropiado para hablantes de español intermedio alto, avanzado o superior (idealmente de tercer año de carrera en EE. UU) y para aquellos con o sin conocimientos previos de lingüística. Este libro es el perfecto compañero de viaje a España o cualquier país de Hispanoamérica.

Ideal for undergraduate level courses in Spanish, especially those that are linguistics-focused.

David J. Connor · Beth A. Ferri (eds.)

How Teaching Shapes Our Thinking About Disabilities

Stories from the Field

Disability Studies in Education. Vol. 26

pb. ISBN 978-1-4331-8561-8
CHF 55.– / €^D 46.95 / €^A 46.40 / € 44.20 / £ 36.– / US-\$ 52.95
eBook ISBN 978-1-4331-8562-5
CHF 55.– / €^D 46.95 / €^A 46.40 / € 44.20 / £ 36.– / US-\$ 52.95

This book purposefully connects practice to research, and vice versa, through the use of deeply personal stories in the form of autoethnographic memoirs. In this collection, twenty contributors share selected tales of teaching students with dis/abilities in K-12 settings across the USA, including tentative triumphs, frustrating failures, and a deep desire to understand the dynamics of teaching and learning. The authors also share an early awareness of significant dissonance between academic knowledge taught to them in teacher education programs and their own experiential knowledge in schools. Coming to question established practices within the field of special education in relation to the children they taught, each author grew increasingly critical of deficit-models of disability that emphasized commonplace practices of physical and social exclusion, dysfunction and disorders, repetitive remediation and punitive punishments. The authors describe how their interactions with children and youth, parents, and administrators, in the context of their classrooms and schools, influenced a shift away from the limiting discourse of special education and toward become critical special educators and/or engage with disability studies as a way to reclaim, reframe, and reimagine disability as a natural part of human diversity. Furthermore, the authors document how these early experiences in the everydayness of schooling helped ground them as teachers and later, teacher educators, who galvanized their research trajectories around studying issues of access and equality throughout educational structures and systems, while developing new theoretical models within Disability Studies in Education, aimed to impact practices and policies.

Ideal for undergraduate and graduate level courses in teacher education, educational technology, policy, and blended or hybrid learning.

Matthew Farber

Srikala Naraian · Sarah L. Schlessinger

Narratives of Inclusive Teaching

Stories of *Becoming* in the Field

Disability Studies in Education. Vol. 25

pb. ISBN 978-1-4331-8478-9
CHF 44.– / €^D 37.95 / €^A 37.60 / € 35.80 / £ 29.– / US-\$ 42.95
eBook ISBN 978-1-4331-8479-6
CHF 44.– / €^D 37.95 / €^A 37.60 / € 35.80 / £ 29.– / US-\$ 42.95

Recent inquiries into teacher practices for inclusion have shown that teachers are increasingly challenged by dilemmas of practice that complicate their commitments to equity for students from historically marginalized communities, including students with disabilities. This book seeks to understand the ways that teachers' engagement with schooling contexts produces forms of inclusive practice that are varied, unpredictable and shifting. The authors' purpose is not to critique these teachers, nor to hold them up somehow as exemplary inclusive educators. Rather, the goal is to disclose the varied, continually developing and shifting trajectories of practice that encompass the struggles and contradictions that are necessarily subsumed in this work. Simultaneously, these teachers were invited to participate five years later in order for the authors to document and understand their shifting perspectives.

Ideal for undergraduate and graduate level courses in general, special, and inclusive education, disability studies, sociology, and research methods, and social foundations.

Matthew Rhoads

Navigating the Toggled Term

A Guide for K-12 Classroom and School Leaders

Critical Studies of Latinxs in the Americas. Vol. 31

pb. ISBN 978-1-4331-8629-5
CHF 44.– / €^D 38.95 / €^A 39.40 / € 35.80 / £ 29.– / US-\$ 42.95

Online learning, blended learning, socially distanced classrooms, educational technology, safety protocols, instructional models, organizational logistics, and educator burn-out are all realities presented by the toggled term. *Navigating the Toggled Term: A Guide for K-12 Classroom and School Leaders* sets the stage not only for the present but also well into the future to help K-12 classroom and school leaders navigate online learning, blended learning, integrating educational technology tools with effective research-based instructional strategies, and moving between various educational settings at the instructional and organizational level. This book provides experienced and novice classroom teachers and school leaders with best practice instructional and organizational frameworks integrated with mainstream educational technology tools to navigate the challenges of teaching students of all ages in an ever-changing world. Beyond the major instructional and organizational frameworks, this book touches on differentiating instruction for all learners, communicating to students and families within digital environments, and provides strategies for educator self-care. Last, this book includes teacher and school leader voice in the form of twelve narrative case studies of practicing educators that align with each chapter's theme to show the strategies and frameworks in motion for readers.

Ideal for undergraduate and graduate level courses in teacher education, educational technology, policy, and blended or hybrid learning.

Dan Shepherd

Students of Trauma

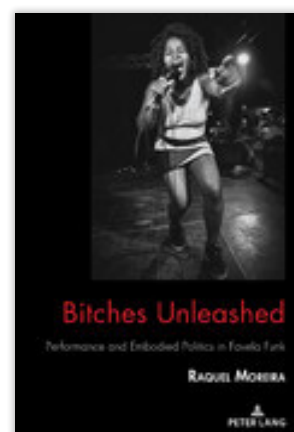
A Handbook for Classroom Teaching in an Environment of Suffering

New York, 20xx. xxx pp., num. ill.

pb. ISBN 978-1-4331-8456-7
CHF 42.– / €^D 35.95 / €^A 35.90 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-8457-4
CHF 42.– / €^D 35.95 / €^A 35.90 / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-8454-3
CHF 118.– / €^D 100.95 / €^A 100.60 / € 95.80 / £ 77.– / US-\$ 114.95

Students of Trauma: A Handbook for Classroom Teaching in an Environment of Suffering provides school educators and those who work with them with practical strategies for working with students who have experienced trauma and express that through depression, aggression, anxiety, hyperactivity, and suspicion. This handbook, based on current educational research and on the accumulated experiences of actual teachers, provides clear and implementable guidance to individuals working in a school or classroom setting with young people who have experienced tremendous trauma in life. The issue of trauma-informed instruction has received significant consideration in recent years and rightly so, however, what sets this book apart is its emphasis on specific and direct actions and attitudes that teachers can take today to make a meaningful and powerful difference in the lives of their most troubled students. *Students of Trauma* will be a helpful addition to the libraries of classroom teachers, their administrators, and those who train them.

Ideal for undergraduate and graduate level courses in educational psychology.



Raquel Moreira

Bitches Unleashed

Performance and Embodied Politics in Favela Funk

Critical Intercultural Communication Studies. Vol. 27

pb. ISBN 978-1-4331-6957-1
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-6958-8
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-6956-4
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

This book challenges white and Western feminist approaches to embodied politics, or the use of the body in everyday enactments of resistance, while mapping transgressive performances of femininities by the funkieras, marginalized women and transfeminine people of color artists in Brazilian favela funk. Often studied from a white feminist perspective, embodied politics reflects debates about agency and structural change that are generally applicable to white women in the West. Concurrently, studies of femininity tend to universalize experiences of gender oppression encountered by white women to women across the globe. In this work, the author offers a transnational perspective on the performative force of embodied politics as a possible means to disrupt white, classist heteropatriarchal structures that oppress particularly poor women and transfeminine people of color in Brazil. This project has a threefold goal: first, it challenges the theoretical shortcomings of white feminist approaches to embodied politics, providing instead a transfeminist take on the concept. Secondly, this project aims to shed light on how traditional methodological approaches have hindered nuanced understandings of women and people of color and their performances. Third and finally, by challenging and re-envisioning the potential of embodied politics from a transnational perspective, the text intends to contribute to the field of critical intercultural communication's growing but still limited research around bodies and performance, especially of those who are marginalized in global contexts.

Ideal for undergraduate and graduate level courses in feminist and queer studies, critical intercultural communication studies, performance studies, Latinx studies, Latin American studies, critical/cultural studies, and music studies.



Maira Vaca · Manuel Alejandro Guerrero (eds)

La comunicación y sus guerras teóricas. Introducción a las teorías de la comunicación y los medios

Volumen I. Enfoques disciplinarios

pb.	ISBN 978-1-4331-7589-3
CHF 42.– / € ^D 35.95 / € ^A 35.90 / € 34.20 / £ 28.– / US-\$ 40.95	
eBook	ISBN 978-1-4331-7591-6
CHF 42.– / € ^D 35.95 / € ^A 35.90 / € 34.20 / £ 28.– / US-\$ 40.95	
hb.	ISBN 978-1-4331-7590-9
CHF 118.– / € ^D 100.95 / € ^A 100.60 / € 95.80 / £ 77.– / US-\$ 114.95	

Pensar el estudio de la comunicación como una «guerra» implica reconocer que este no es un campo de estudio delimitado por una sola disciplina o una estricta definición del concepto «comunicación». Exige, también, identificar diversas tradiciones de investigación, así como explorar los principales dilemas que han guiado varias disciplinas en distintas épocas históricas y latitudes del mundo. Esta colección de tres volúmenes propone, entonces, analizar la comunicación y los medios desde muy diversas trincheras. Estos diversos panoramas, enfoques, tradiciones, épocas, escuelas, autores y sus preocupaciones dialogan entre sí. No hay consensos definitivos; pero tampoco perdedores o ganadores en el debate. La «guerra» consiste pues, en identificar lo que está en juego; reconocer la diversidad de opiniones e intereses, y; considerar el vasto arsenal disponible para resolver los grandes dile-

mas de la comunicación. Volumen I. Enfoques disciplinarios Este primer volumen de *La comunicación y sus guerras teóricas. Introducción a las teorías de la comunicación y los medios* revisa los principales enfoques disciplinarios: sus supuestos, alcances y límites, así como las propuestas generales de los diversos cristales desde los que se mira este complejo campo de estudio. «Y es que en el mundo traidor», dicta el verso, «no hay ni verdad ni mentira: todo es según el color del cristal con que se mira». Este volumen presenta algunas (im)precisiones necesarias, al tiempo que propone un mapa tentativo para navegar en esta

muy variada área de estudio. El recorrido comienza por el enfoque tradicional de la sociología invitándonos a cuestionar el determinismo tecnológico que constantemente amenaza el estudio de la comunicación y los medios. Otros «cristales» como el enfoque normativo, el cultural, el afectivo, el biológico, el económico, el digital o el político complementan esta revisión crítica a través de las plumas de los grandes expertos de cada mirada.

Ideal for undergraduate and graduate courses in Latin American studies, cultural studies, and communication.

erin daina mcclellan · Yongjun Shin · Curry Chandler (eds.)

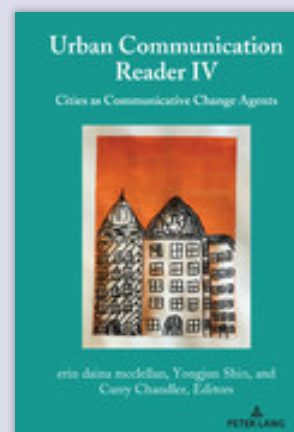
Urban Communication Reader IV

Cities as Communicative Change Agents

New York, 2021. XVI, 338 pp., 12 b/w ill., 7 tables.

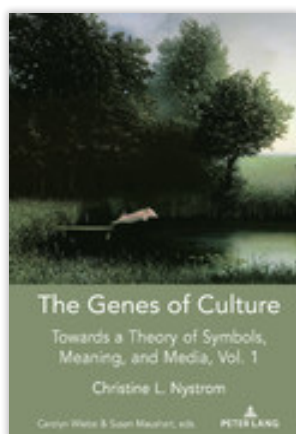
Urban Communication. Vol. 7

pb.	ISBN 978-1-4331-8156-6
CHF 50.– / € ^D 42.95 / € ^A 42.– / € 40.– / £ 32.– / US-\$ 47.95	
eBook (SUL)	ISBN 978-1-4331-8158-0
CHF 50.– / € ^D 42.95 / € ^A 42.– / € 40.– / £ 32.– / US-\$ 47.95	
hb.	ISBN 978-1-4331-8157-3
CHF 129.– / € ^D 109.95 / € ^A 109.40 / € 104.20 / £ 84.– / US-\$ 124.95	



Today, the world is facing climate change, wealth inequality, housing crises, food shortages, mass migration, and now a global health pandemic. Cities are at the heart of both these problems and their solutions. Urban communication scholars are well-poised to examine the change initiatives that are both caused and inspired by such complex problems. This volume provides a collection of urban communication research focused on how examining change through the lens of communication provides unique processual understandings of cities as dynamic sites formed through the interplay between concrete cases and conceptual ideas. The first section, Change through Institutional Intervention, addresses how diverse societal institutions—including policy, regulation, planning, and voluntary arts—interplay with changes in our urban communities. The second section, Change in Place and through Space, explores various ways in which spaces and places are able to transform through communicative practice, specifically focusing on how space and place provide unique frames for communicating change and influencing interaction in cities. The third section, Change through Participation and Engagement, collectively draws attention to the ways that public participation and engagement are utilized in cities in ways that enhance the communication both within and about them, focusing specifically on how this happens globally in teaching and learning environments, community planning partnerships, industrial site redevelopment projects, and approaches to food sovereignty in urban agricultural initiatives.

Ideal for undergraduate and graduate courses in mass media, media studies, communication, urban studies, cultural studies, and political science.



Christine L. Nystrom · Carolyn Wiebe · Susan Maushart (eds.)

The Genes of Culture

Towards a Theory of Symbols, Meaning, and Media, Volume 1

New York, 2021. XIV, 186 pp.

Understanding Media Ecology. Vol. 6

pb. ISBN 978-1-4331-7664-7
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-7661-6
CHF 42.– / €^D 36.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-7660-9
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Christine L. Nystrom's provocative work offers up a fresh approach to ongoing—and increasingly urgent—questions about the role of symbols and technology in shaping human experience. In lucid, lively, and always-accessible prose, she examines an eclectic range of topics—from Hopi grammar to the etiquette of beach-going to the primal allure of the horror film—to uncover the principles that structure the way we make meaning of our world. A cross-disciplinary tour de force, *The Genes of Culture* integrates insights from philosophy, the physical sciences, social psychology, and cultural criticism to pose challenging questions for today's students of media. This book is an exemplary foundation reader for graduates or undergraduates in communication and media studies.

Ideal for undergraduate and graduate courses in media studies, media ecology, communication, cultural studies, and semiotics/rhetoric studies.

Karen McIntyre Hopkinson · Nicole Smith Dahmen (eds.)

Reporting Beyond the Problem

From Civic Journalism to Solutions Journalism

New York, 2021.

AEJMC - Peter Lang Scholarsourcing Series. Vol. 7

pb. ISBN 978-1-4331-6195-7
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook ISBN 978-1-4331-6197-1
CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95
hb. ISBN 978-1-4331-6196-4
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

Americans say that reading, watching, or listening to the news is a leading cause of stress. Of course journalists, as watchdogs and public informants, must disseminate information that is inherently negative, but experts argue that the news media's emphasis on the problem has had a negative effect on the public, the press itself, and democracy. At the same time, the past sixty years have seen a rise of journalistic practices that purport to cover the news beyond the typical problem-based narrative. These genres of journalistic reporting are not positive news or fluff reporting: They are rigorous reporting philosophies and practices that share a common goal—reporting beyond the problem-based narrative, thereby exemplifying a commitment to the social responsibility theory of the press, which asserts that journalists have a duty to consider society's best interests. However, there is little academic or professional understanding of these journalistic approaches. As such, this book provides an in-depth examination of socially-responsible news reporting practices, such as constructive journalism, solutions journalism, and peace journalism. Each chapter focuses on one reporting form, defining it and detailing its evolution and status among scholars and practitioners, as well as discussing its known effects and future direction. This edited volume is the first academic book published on these forms of reporting in the United States.

Ideal for undergraduate and graduate courses in media studies, mass media, journalism, communication, and political science.



Frank Sligo

Literacy and Orality at Work

New York, 2021. VIII, 244 pp., 6 tables.

Understanding Media Ecology. Vol. 9

hb. ISBN 978-1-4331-8333-1
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Adults' literacy is a topic of great interest to multiple audiences and scholarly fields but research into it is fragmented across disparate disciplines and hence lacks coherence. In particular, an impasse exists between cognitive science researchers and economists on the one hand, and critical theorists writing in the social practice tradition. This book acknowledges the importance of these fields, then builds on them and on other scholarly traditions by locating its discussion of literacy and orality within a media ecology framework. Based on in-depth interviews within successive literacy research projects in industry and community settings with trade apprentices, their supervisors and managers, industry training coordinators, literacy tutors, and adults of liminal (threshold) literacy, this book reveals the importance of oral-experiential ways of learning, knowing and communicating that exist in complex relationships with literate practices. The tradition of media ecology as exemplified in the writings of Walter Ong, Harold Innis, Marshall McLuhan, Michel de Certeau, Eric Havelock and a collection of contemporary scholars, provides new insights into literacy and orality. The book in exploring the everyday workplace and community environments of adults with liminal literacy demonstrates how a media ecology perspective allows adult literacy and orality to be reimagined within a deeper and more holistic way than possible within disconnected disciplinary areas.

Ideal for undergraduate and graduate courses in communication, adult education, and literacy studies.

Thomas J. Socha · Narissra Maria Punyanunt-Carter (eds.)

Communication Begins with Children

A Lifespan Communication Sourcebook

New York, 2021. X, 328 pp., 8 b/w ill. 3 tables.

Lifespan Communication. Children, Families, and Aging. Vol. 8

pb. ISBN 978-1-4331-6656-3

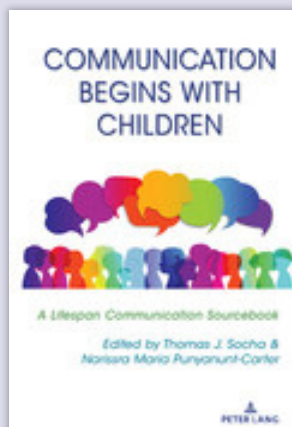
CHF 50.– / €^D 40.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95

eBook ISBN 978-1-4331-6657-0

CHF 50.– / €^D 40.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95

hb. ISBN 978-1-4331-3149-3

CHF 129.– / €^D 104.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95



Communication Begins with Children: A Lifespan Communication Sourcebook seeks to transform the field of communication, arguing that the field must stop neglecting and segregating children and instead adopt an age-inclusive lifespan approach that fully includes and fully considers children in all communication theorizing, research, and education from infancy and throughout the human lifespan. One-size-fits-all, adult-centric communication theorizing, researching, and educating is inadequate and harms the communication field's potential as a social force for positive change for all communicators. The volume contains four sections (Foundations, Relational Communication Development, Digital Communication Development, and Navigating Developmental Communication Challenges) that showcase state-of-the-art chapters about the history of children's relational and digital communication studies, methods used to study children's communication, media literacy development, communication and children's health, and much more.

Ideal for undergraduate and graduate level courses in communication studies, early childhood education, and elementary and preadolescent literacy.

Ahmet Atay · Yea-Wen Chen · Alberto González (eds.)

Intercultural Memories

Contesting Places, Spaces, and Stories

New York, 2021. VI, 192 pp., 9 b/w ill.

Critical Intercultural Communication Studies. Vol. 25

pb. ISBN 978-1-4331-4785-2

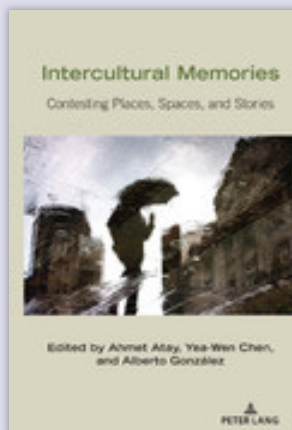
CHF 42.– / €^D 35.95 / €^A 35.90 / € 34.20 / £ 28.– / US-\$ 40.95

eBook ISBN 978-1-4331-4786-9

CHF 42.– / €^D 35.95 / €^A 35.90 / € 34.20 / £ 28.– / US-\$ 40.95

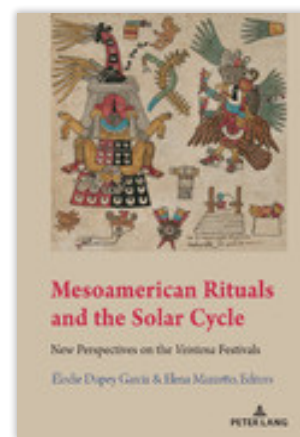
hb. ISBN 978-1-4331-4784-5

CHF 118.– / €^D 100.95 / €^A 100.60 / € 95.80 / £ 77.– / US-\$ 114.95



Collective remembering is an important way that communities name and make sense of the past. Places and stories about the past influence how communities remember the past, how they try to preserve it, or in some cases how they try to erase it. The research in this book offers key insights into how places and memories intersect with intercultural conflicts, oppressions, and struggles by which communities make sense of, deal with, and reconcile the past. The authors in this book examine fascinating stories from important sites—such as international commemorations of Korean “Comfort Women,” a film representation of the Stonewall Riots, and remembrances of the post-communist state in Albania. By utilizing various critical and cultural studies and ethnographic and narrative-based methods, each chapter examines cultural memory in intercultural encounters, everyday experiences, and identity performances that evoke collective memories of colonial pasts, immigration processes, and memories of places and spaces that are shaped by power structures and clashing ideologies. This book is essential reading for understanding the links between space/place and cultural memory, memories of nationally, and places constituted by markers of ethnicity, race, and sexuality.

Ideal for graduate courses in intercultural and cross-cultural communication, communication studies, cultural studies, memory studies, and rhetoric.



Élodie Dupey García · Elena Mazzetto (eds.)

Mesoamerican Rituals and the Solar Cycle

New Perspectives on the Veintena Festivals

New York, 2021. XX, 334 pp., 24 b/w ill., 20 color ill., 8 tables.

Indigenous Cultures of Latin America. Past and Present. Vol. 1

pb. ISBN 978-1-4331-7544-2

CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95

eBook ISBN 978-1-4331-7541-1

CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95

hb. ISBN 978-1-4331-7540-4

CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

This book explores a seminal topic concerning the Mesoamerican past: the religious festivals that took place during the eighteen periods of twenty days, or *veintenas*, into which the solar year was divided. Pre-Columbian societies celebrated these festivals through complex rituals, involving the priests and gods themselves, embodied in diverse beings and artifacts. Specific sectors of society also participated in the festivals, while city inhabitants usually attended public ceremonies. As a consequence, this ritual cycle played a significant role in Mesoamerican religious life; at the same time, it informs us about social relations in pre-Columbian societies. Both religious and social aspects of the solar cycle festivals are tackled in the twelve contributions in this book, which aims to address the entire *veintena* sequence and as much of the territory and history of Mesoamerica as possible. Specifically, the book revisits long-standing discussions of the solar cycle festivals, but also explores these religious practices in original ways, in particular through investigating understudied rituals and offering new interpretations of rites that have previously been extensively analyzed. Other chapters consider the entire *veintena* sequence through the prism of specific topics, providing multiple though often complementary analyses. As a consequence, this book will attract the attention of scholars and graduate students with interests

in Mesoamerica and early Latin America, as well as ethnohistory, cultural history, history of religions, art history, archaeology and anthropology.

Ideal for courses in Mesoamerica and early Latin America, ethnohistory, cultural history, history of religions, art history, archaeology and anthropology.

Igor Okunev

Political Geography

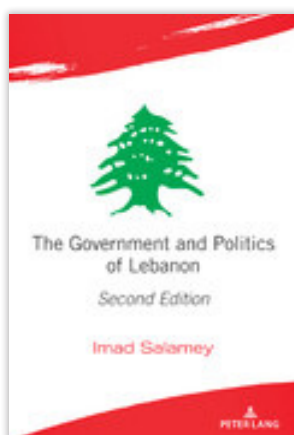
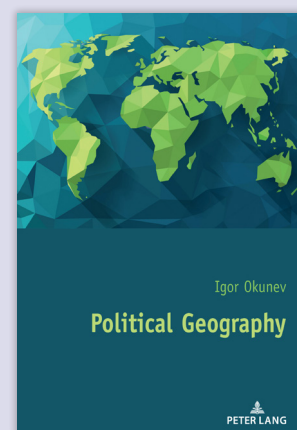
Bruxelles, 2021. 474 pp., 33 fig. b/w, 54 tables.

eBook (SUL) ISBN 978-2-8076-1622-6

CHF 60.– / €^D 49.95 / €^A 50.40 / € 48.– / £ 40.– / US-\$ 57.95

This textbook on political geography is devoted to a discipline concerned with the spatial dimensions of politics. This course is an introduction to the study of political science, international relations and area studies, providing a systemic approach to the spatial dimension of political processes at all levels. It covers their basic elements, including states, supranational unions, geopolitical systems, regions, borders, capitals, dependent, and internationally administered territories. Political geography develops fundamental theoretical approaches that give insight into the peculiarities of foreign and domestic policies. The ability to use spatial analysis techniques allows determining patterns and regularities of political phenomena both at the global and the regional and local levels.

Ideal for courses in political geography, political science, and geopolitics.



Imad Salamey

The Government and Politics of Lebanon

Second Edition

New York, 2021. XVIII, 304 pp., 11 b/w ill., 18 tables.

pb. ISBN 978-1-4331-8104-7

CHF 59.– / €^D 49.95 / €^A 49.90 / € 47.50 / £ 38.– / US-\$ 56.95

eBook (SUL) ISBN 978-1-4331-7425-4

CHF 59.– / €^D 49.95 / €^A 49.90 / € 47.50 / £ 38.– / US-\$ 56.95

hb. ISBN 978-1-4331-7423-0

CHF 134.– / €^D 113.95 / €^A 113.80 / € 108.30 / £ 87.– / US-\$ 129.95

The Government and Politics of Lebanon, Second Edition describes the special attributes of Lebanese politics and the functions of its confessional state. It aims to contribute to the reader's understanding of contemporary Leb-

anese politics, consensus building, and government. It stimulates discussion concerning the nature of consociationalism as a power sharing arrangement for a divided society. The book captures the complexity of Lebanese politics by revealing the challenges embedded in the management of plurality, including institutional paralysis and system stag-nations. The second edition features new and expanded chapters that pay particular attention to state's adaptations to post-Arab Spring politics. It expands the analysis on the performance of the Lebanese consociational state in light of turbulent regional environment and the various repercussions associated with regional conflict. It is divided into several parts. The first introduces the particular form and foundations of Lebanese consociationalism and provides an elaborate description of its special features. The second part explains the different rules of the game as institutionalized in the country's international and domestic power sharing arrangements. It describes the international politics of Lebanon and the influence exerted by regional powers in shaping its domestic affairs. It explains the manifestation of domestic parties and electoral systems in the power distribution among the country's different sectarian and ethnic groups. It analyzes the political economy of communitarian politics. The third part focuses on the contemporary powers and functions of the different branches of government as well as their institutional expression of sectarian interests. The fourth part of the book places Lebanese consociationalism in light of

contemporary regional turmoil and describes state's responsiveness in mitigating and managing conflicts, particularly those associated with the spillover from the Syrian conflict.

Ideal for courses in history and governance of the Middle East, international politics, and Lebanese political history.

Simon Bacon (eds.)

Horror

A Companion

English: Oxford, 2019. X, 278 pp., 57 fig. col.

Genre Fiction and Film Companions. Vol. 3

pb. ISBN 978-1-78707-919-9

CHF 39.– / €^D 32.40 / €^A 34.– / € 30.90 / £ 25.– / US-\$ 37.95

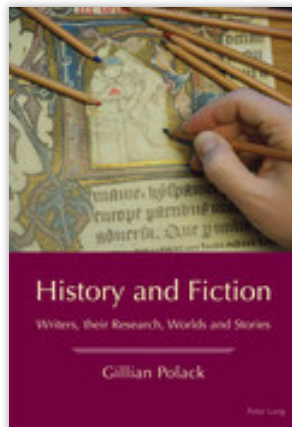
eBook ISBN 978-1-78707-920-5

CHF 39.– / €^D 32.45 / €^A 33.99 / € 30.90 / £ 25.– / US-\$ 37.95



What is Horror? Horror is an inherently sensational and popular phenomenon. Extreme violence, terrifying monsters and jarring music shock, scare and excite us out of our everyday lives. The horror genre gives shape to the particular anxieties of society but also reveals the fundamental nature of what it is to be human. This volume provides an introduction to horror in compact and accessible essays, from classics such as Stanley Kubrick's *The Shining* to contemporary throwbacks like the Duffer Brothers' *Stranger Things*. Beginning with the philosophical and historical background of horror, this book touches upon seminal figures such as Poe, Lovecraft, Quiroga, Jackson, King and Suzuki and engages with the evolution of the genre across old and new media from literature, art and comics to film, gaming and social media. Alongside this is a consideration of established and emerging areas like smart horror (Jordan Peele's *Get Out*), queer horror (Brad Falchuk's *American Horror Story*), eco-horror (Alex Garland's *Annihilation*), horror video games (*P.T.*) and African American horror (Tananarive Due's *Ghost Summer: Stories*). This volume provides an invaluable resource for experts, students and general readers alike for further understanding the horror genre and the ways it is developing into the future.

Ideal for undergraduate and graduate level courses in literature, theatre, and horror studies.



Gillian Polack

History and Fiction

Writers, their Research, Worlds and Stories, 2nd Edition

Oxford, 2020. XIV, 192 pp.

pb.

ISBN 978-1-80079-088-9

CHF 24.– / €^D 19.95 / €^A 19.50 / € 18.60 / £ 15.– / US-\$ 22.95

Shortlisted for the William Atheling Jr Award for Criticism or Review, *History and Fiction* plays a vital role in describing history and transmitting culture. How writers understand and use history can play an equally important

role in how they navigate a novel. This book explores the nature of the author's relationship with history and fiction – often using writers' own words – as well as the role history plays in fiction. Focusing on genre fiction, this study considers key issues in the relationship between history and fiction, such as how writers contextualise the history they use in their fiction and how they incorporate historical research. The book also addresses the related topic of world building using history, discussing the connections between the science fiction writers' notion of world building and the scholarly understanding of story space and explaining the mechanics of constructing the world of the novel. This book places the writing of fiction into a wider framework of history and writing and encourages dialogue between writers and historians.

Ideal for courses in creative writing and historical fiction



Simon Bacon (eds.)

Monsters

A Companion

Oxford, 2020. XX, 280 pp., 65 fig. col., 11 fig. b/w.

Genre Fiction and Film Companions. Vol. 5

pb. ISBN 978-1-78874-664-9
CHF 39.– / €^D 33.95 / €^A 34.– / € 30.90 / £ 25.– / US-\$ 37.95
eBook ISBN 978-1-78874-665-6
CHF 39.– / €^D 33.95 / €^A 34.– / € 30.90 / £ 25.– / US-\$ 37.95

What are *Monsters*? Monsters are everywhere, from cyberbullies online to vampires on-screen: the twenty-first century is a monstrous age. The root of the word “monster” means “omen” or “warning”, and if monsters frighten us, it’s because they are here to warn us about something amiss in ourselves and in our society. Humanity has given birth to these monsters, and they grow and change with us, carrying the scars of their birth with them. This collection of original and accessible essays looks at a variety of contemporary monsters from literature, film, television, music and the internet within their respective historical and cultural contexts. Beginning with a critical introduction that explores the concept of the monster in the work of Jeffrey Jerome Cohen, Jack Halberstam, Elaine Showalter and more, the book takes a broad approach to the monster, including not only classic slasher films, serial killers (*Bates Motel*), the living dead (*Game of Thrones*) and aliens (*District 9*), but also hyper-contemporary examples like clones (*Orphan Black*), cyberbullies (*Cyberbully*), viral outbreaks (*The Strain*) and celebrities (Lady Gaga). Gender and culture are especially emphasized in the volume, with essays on the role of gender and sexuality in defining the monster (*AHS Apocalypse*) and global monsters (*Cleverman*, *La Llorona*). This compact guide to the monster in contemporary culture will be useful to teachers, students and fans looking to expand their understanding of this important cultural figure.

Ideal for undergraduate and graduate level courses in literature, theatre, and horror studies.



Kristopher Woofert (eds.)

Shirley Jackson

A Companion

Oxford, 2021.

Genre Fiction and Film Companions. Vol. 7

pb. ISBN 978-1-80079-071-1
CHF 39.– / €^D 32.95 / €^A 32.50 / € 30.90 / £ 25.– / US-\$ 37.95

From the short story “The Lottery” to the masterworks *The Haunting of Hill House* and *We Have Always Lived in the Castle*, Shirley Jackson’s popular, often bestselling works experimented with popular generic forms (melodrama, folktale, horror, the Gothic, and the Weird) to create a uniquely apocalyptic vision of America and its contradictions. With a Foreword by award-winning Jackson biographer Ruth Franklin, this collection features comprehensive critical engagement with Jackson’s works, including those that have received less scholarly attention. Among these are the novels *The Road Through the Wall*, *The Bird’s Nest*, and *Hangsamen*, as well as Jackson’s historical study, *The Witchcraft of Salem Village*. Also included are essays on Jackson’s darkly humorous collections *Life Among the Savages* and *Raising Demons*, on Stephen King’s “literary friendship” with Jackson, on the little-known film adaptations *Lizzie* (1957) and *Hosszú Alkony* (*Long Twilight*) (1997), and the first-ever extended analysis devoted to Jackson’s unpublished satirical cartoon sketches. The collection’s five sections focus on Jackson’s style, key themes, and influence; her politics and poetics of space; her treatment of the “monstrous” mother and monstrosity of motherhood; her representations of outsiders and minorities; and moving-image adaptations of her work.

Ideal for undergraduate and graduate level courses in biographical literature, gender studies, and theatre.



Simon Bacon (eds.)

Transmedia Cultures

A Companion

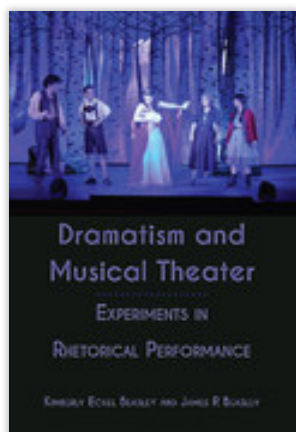
Oxford, 2021.

Genre Fiction and Film Companions. Vol. 6

pb. ISBN 978-1-78997-179-8
CHF 39.– / €^D 33.95 / €^A 34.– / € 30.90 / £ 25.– / US-\$ 37.95

What is Transmedia? The *Transmedia Cultures* companion demonstrates that transmedia, and indeed transmedia storytelling, are fundamental to the human experience of being in the world and creating the stories of who we are, both as individuals and communities. Transmedia is not just limited to the *Star Wars* or *Harry Potter* franchises nor narratives exclusive to new media platforms and devices, though both these areas will necessarily be discussed. Indeed, transmedia embraces a multiplicity of media platforms (old and new, online and offline), content expansion, and evolving forms of audience engagement. This collection of concise, readable essays takes a holistic approach, expanding the areas of everyday life implicated in transmedia world-building and the levels of immersion that they, purposely or otherwise, create. Beginning with a comprehensive introduction and historical overview, the volume explores contemporary transmedia worlds like *Buffy the Vampire Slayer*, *The Walking Dead*, *Life is Strange* and *BTS Universe* as well as urgent topics such as COVID-19, Black Lives Matter, and human rights on the internet. User-created worlds (*Magic: A Gathering*) and ones that express individual identities (*Queerskins*) are also of particular interest. This volume offers a fresh approach to transmedia cultures, revealing the ever-increasing levels of entanglement they have within our real lives and with those we experience in other more imaginative or creative ones, bringing into focus exactly what is at stake in the «worlds» we choose to call our own.

Ideal for undergraduate and graduate level courses in cultural studies, gender studies, and theatre.



Kimberly Eckel Beasley · James P. Beasley

Dramatism and Musical Theater

Experiments in Rhetorical Performance

New York, 2021. XIV, 226 pp., 9 b/w ill., 16 tables.

pb. ISBN 978-1-4331-8134-4
CHF 50.– / €^D 40.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook ISBN 978-1-4331-7285-4
CHF 50.– / €^D 40.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
hb. ISBN 978-1-4331-7284-7
CHF 129.– / €^D 104.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

Dramatism and Musical Theater: Experiments in Rhetorical Performance is an innovative workbook for both students and teachers in advanced communication performance. Meeting at the nexus of English composition, advanced rhetoric, theater, music, and drama, this book utilizes Kenneth Burke's method of dramatism to discover the motives inherent in performance practices, whether they be in the classroom or on the stage. In this book Kimberly Eckel Beasley and James P. Beasley take the five corners of the dramatisitic pentad (act, scene, agent, agency, and purpose) and demonstrate their utilization in performance analysis. The authors then correlate those performance practices with the production of five contemporary musicals: *Little Women*, *Aida*, *Street Scene*, *Into the Woods*, and *Children of Eden* in order to emphasize the use of the dramatisitic pentad in character, scene, and staging direction. By doing so, the book highlights dramatism as a performance practice necessary for effective participation in artistic communities. *Dramatism and Musical Theater: Experiments in Rhetorical Performance* is also an indispensable guide for teachers and directors to successfully navigate the challenges of collegiate theatrical production.

Ideal for undergraduate and graduate courses in drama, performing arts, theatre studies, production design, and musical performance.



Deborah J. Johnson · Wendy Oliver (eds.)

Women Making Art

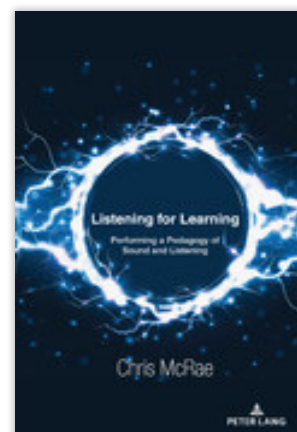
Women in the Visual, Literary, and Performing Arts Since 1960, Second Edition

New York, 2020. XVIII, 334 pp., 26 b/w ill., 1 tables

pb. ISBN 978-1-4331-5390-7
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook (SUL) ISBN 978-1-4331-5392-1
CHF 50.– / €^D 47.95 / €^A 48.– / € 40.– / £ 32.– / US-\$ 47.95

This important interdisciplinary book is a unique and timely contribution to the field of women in the arts. Each chapter is devoted to a single artist and a single ground-breaking work that altered the course of its art form in a full array of genres, including dance, music, installation, photography, architecture, poetry, literature, theater, film, performance art, and popular culture. These discussions are preceded by a comprehensive introduction to art by women over the past century that sets the artists who follow in a context that insightfully illuminates their struggles, their achievements, and their places in history at a critical moment in the contemporary world. In this second edition, the authors have made a significant update with six new chapters, new photos, and a revised introduction. The new chapters take as their subjects the contributions of Yoko Ono, Crystal Pite, Caroline Shaw, Beyoncé, Kara Walker, and Diane Paulus. Each of the new chapters represents an artist or a category of art that has grown in prominence or engaged a significant redefinition in the contemporary world that was not addressed in the original edition of the book. Updating this material re-establishes the book's priority and relevance, especially in its expansion of representation of artists of color and artists in popular culture, and reinforces its appeal not only as a popular read, but as a classroom textbook or resource at the university level.

Ideal for courses on women in the arts, including the performing arts, installation, photography, architecture, literature, and popular culture.



Chris McRae

Listening for Learning

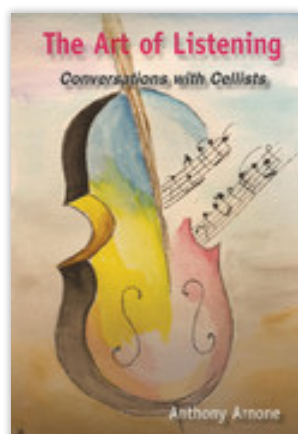
Performing a Pedagogy of Sound and Listening

New York, 2021. XII, 244 pp.

eBook ISBN 978-1-4331-8084-2
CHF 93.– / €^D 78.95 / €^A 78.80 / € 75.– / £ 60.– / US-\$ 89.95
hb. ISBN 978-1-4331-7954-9
CHF 93.– / €^D 78.95 / €^A 78.80 / € 75.– / £ 60.– / US-\$ 89.95

Whoosh, crunch, buzz, inhale, exhale . . . *Listening for Learning: Performing a Pedagogy of Sound and Listening* presents sound, listening, and pedagogical interactions as performances that create relationships, ways of being and knowing, and that provide an opportunity for transformations of existing and taken-for-granted practices in the classroom. By using performative listening and performative writing this book presents fragments of sound and listening as sites of learning and knowledge production. The written fragments throughout this book are offered as performances that listen for and hear sound as a central feature to educational practices in terms of bodies, classrooms, and pedagogy. The goal in sharing this performance of listening is to create opportunities for recognition, to invite further listening in educational contexts, and to employ listening as an opportunity for transforming and re-imagining educational spaces and interactions.

Ideal for undergraduate and graduate courses in performing arts, music theory, and music education.



Anthony Arnone

The Art of Listening

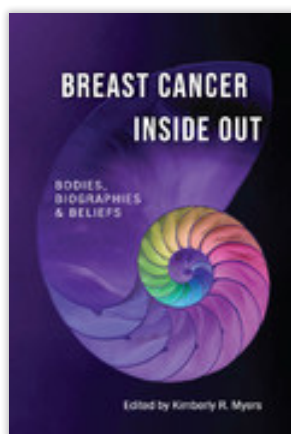
Conversations with Cellists

New York, 2020. X, 334 pp.

pb. ISBN 978-1-4331-8650-9
CHF 50.– / €^D 42.95 / €^A 44.– / £ 40.– / £ 32.– / US-\$ 47.95

In *The Art of Listening*, Anthony Arnone interviews 13 of the top cello teachers of our time, sharing valuable insights about performing, teaching, music, and life. While almost every other aspect of twenty-first-century life has been changed by technological advancements, the art of playing and teaching the cello has largely remained the same. Our instruments are still made exactly the same way and much of what we learn is passed on by demonstration and word of mouth from generation to generation. We are as much historians of music as we are teachers of the instrument. The teaching lineage in the classical music world has formed a family tree of sorts with a select number of iconic names at the top of the tree, such as Pablo Casals, Gregor Piatigorsky, and Leonard Rose. A large percentage of professional cellists working today studied with these giants of the cello world, or with their students. In addition to discussing the impact of these masters and their personal experience as their students, the renowned cellists interviewed in this book touch on a variety of topics from teaching philosophies to how technology has changed classical music.

Ideal for undergraduate and graduate courses in performing arts, music theory, and music education.



Kimberly Myers (eds.)

Breast Cancer Inside Out

Bodies, Biographies & Beliefs

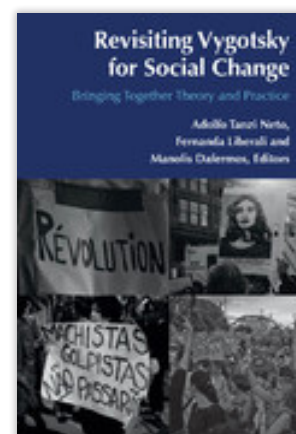
Oxford, 2021. XIV, 486 pp., 37 fig. col., 23 fig. b/w.

Medical Humanities. Criticism and Creativity. Vol. 1

eBook ISBN 978-1-78874-734-9
CHF 85.– / €^D 71.95 / €^A 71.30 / € 67.90 / £ 55.– / US-\$ 82.95
hb. ISBN 978-1-78874-733-2
CHF 85.– / €^D 72.65 / €^A 74.70 / € 67.90 / £ 55.– / US-\$ 82.95

This book offers a 360° look at breast cancer from individuals who have intimate understanding of and experience with it: patients who have lived or are living with the disease; healthcare providers whose perspectives patients and families rarely get to know; and *researchers and scholars* who examine breast cancer through various scientific and cultural lenses. Here you will meet 33 individuals from the UK and US who provide both factual information and personal insights in different forms: historical overview, personal essay, interview, play script, poem, interpersonal vignette, practical guidelines, comic, mixed-media photography exhibit and scholarly analysis. Breast cancer changes lives. This book is meant to be a single go-to source for people who want to understand more fully and clearly the lived experience of breast cancer – what those who know it best think and do and feel.

Ideal for undergraduate and graduate level courses in medical humanities, social science and medicine, illness and healing, and womens health.



Adolfo Tanzi Neto · Fernanda Liberali · Manolis Dafermos (eds.)

Revisiting Vygotsky for Social Change

Bringing Together Theory and Practice

New York, 2020. XIV, 298 pp., 8 b/w ill., 2 tables.

(Post)Critical Global Studies. Vol. 2

pb. ISBN 978-1-4331-7250-2
CHF 59.– / €^D 50.95 / €^A 52.20 / € 47.50 / £ 38.– / US-\$ 56.95
eBook (SUL) ISBN 978-1-4331-7042-3
CHF 59.– / €^D 56.95 / €^A 57.– / € 47.50 / £ 38.– / US-\$ 56.95
hb. ISBN 978-1-4331-7038-6
CHF 134.– / €^D 115.95 / €^A 119.20 / € 108.30 / £ 87.– / US-\$ 129.95

Contemporary thinkers and researchers from different parts of the world involved in achieving human development employ Vygotsky's theory in order to deal with new social challenges arising in a global but deeply divided world. The chapters of this book shed light onto Vygotsky's initial principles adding critical and social perspectives as a way of expanding his legacy to global contemporary needs such as a critical reflection from the perspective of social change, social dynamics and human development, ethical-political situations of action power, dialectic relationship of the human being with society, contradictions in an individual's dramatic life events and awareness of the social environment to actively change the existing forms of life.

Ideal for courses in contemporary studies in education, childhood studies, linguistics, sociology and developmental and community psychology.

D. Desousa · Bahiyyah Muhammad (eds.)

The Role of Student Affairs Professionals in Black and Brown Males' Academic Success

Equity in Higher Education Theory, Policy, and Praxis. Vol. 14

hb. ISBN 978-1-4331-6463-7
CHF 93.– / €^D 80.25 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

More than 100 books have been written about African American college students, with dozens of recommendations. Yet, these students remain as the poorest performing campus population, nationally. Their fall-to-fall retention, year-to-year persistence, and six-year graduation rates lag behind nearly all of their peers. *The Role of Student Affairs Professionals in Black and Brown Males' Academic Success* offers a fresh set of lenses from student services professionals on how best to improve their success in college. The book treats complex and thorny topics that will be difficult to contemplate. Some of these topics include the impact of negative traumatic policing they experience and bring to campus; the impact of White privilege on their sense of purpose in college; shortcomings in the delivery of students services at Historically Black Colleges and Universities that help facilitate their premature withdrawal from college; and the ongoing prevalence of campus racism and its influence on African American collegiate males. The book also presents targeted practices for the success of African American males, including a “college choice model,” a new “mentoring paradigm,” and an “affirmative mentoring” model. Finally, the book does “**not**” blame the victim as it discusses academic behaviors and habits upon which African American males must improve. The unique aspects of the book are its “lived experiences” at the beginning of each chapter-real life vignettes of African American males based on the topic of the chapter. This is followed by difficult questions the higher education community must answer. The book concludes with a fresh set of recommendations from the student services professionals' view point.

Ideal for graduate level courses in higher education administration and student affairs, sociology, and race studies.

Series Highlights

Higher Education and Civic Democratic Engagement

Exploring Impact

Edited By Danielle Lake and Barry Kanpol

How might we interrogate and reimagine the impact of civic, democratic engagement across higher education? This series invites narratives and new studies that critically and creatively explore the possibilities and limitations of civic, democratic engagement within higher education.

Urban Girls

Edited by Venus E. Evans-Winters

ISSN:2470-122X

With more attention being directed toward adolescent girls' and young women's educational development and human rights across the globe, urban girls as an educationally and politically disenfranchised group are becoming more of the primary focus of educational, sociological, and psychological research and discourse.

AEJMC - Peter Lang Scholarsourcing Series

Edited By Carolyn Bronstein

ISSN: 2373-6976

Based on the concept of crowdsourcing, Scholarsourcing is a joint publishing initiative between the Association for Education in Journalism and Mass Communication (AEJMC) and Peter Lang Publishing. The series reimagines the way that scholarly books are proposed, peer-reviewed, and approved for contract during this time of relentless change in both the journalism and publishing industries.

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Edited By David Copeland

Realizing the important role that the media have played in American history, this new series provides a venue for a diverse range of works that deal with the mass media and its relationship to society. The series is aimed at scholars and students and new book proposals are welcomed.

Understanding Media Ecology

Edited By Lance Strate

ISSN: 2374-7676

This series is devoted to scholarship relating to media ecology, a field of inquiry defined as the study of media as environments. Within this field, the term "medium" can be defined broadly to refer to any human technology or technique, code or symbol system, invention or innovation, system or environment. Media ecology scholarship typically focuses on how technology, media, and symbolic form relate to communication, consciousness, and culture, past, present and future.

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1 issue per year
ISSN: 2578-5753 · e-ISSN: 2578-5761

Philosophy and Theory in Higher Education

November 2020

Open Access

Executive Editor: John E. Petrovic, The University of Alabama

Philosophy and Theory in Higher Education is an international refereed scholarly journal committed to advancing understanding of the role(s) and purpose(s) of higher education. The journal strives to be inclusive in scope, addressing topics and issues of significance to a wide range of scholars and practitioners concerned with the relationship between higher education and society. Rigorous submissions informed by diverse philosophical and theoretical orientations, including, but not limited to, critical theory, existentialism, feminism, queer theory, post-colonialism, Marxism, liberalism, poststructuralism, postmodernism, and posthumanism will be welcomed. PTIHE aims to stimulate critical analyses of policy and practice in higher education, with an emphasis on interdisciplinarity and international perspectives. The content will be primarily philosophical and theoretically-based research papers. Analytical papers that reflect on empirical projects will also be featured in the journal. Short responses to previous articles as well as essay reviews of new works in the field will be considered to promote ongoing critical dialogue within the journal. Proposals for special issues, with thematically linked papers, are encouraged.

Audience

The audience includes researchers, policy-makers, students, faculty, and administrators working in the field of higher education.

Purpose and Mission

The overarching **purpose** of *PTIHEs* to extend conversations on the importance of philosophy, critical social theory, and the philosophical method in the study of higher education. Specifically, the journal seeks to

- advance philosophic and theoretical treatments of problems in higher education;
- explore points of agreement and difference among different philosophies/philosophers of higher education;
- explore and inform through philosophic and critical analyses central concepts in policies, pedagogic methods, and curricula in higher education;
- reevaluate the ever-changing purposes of higher education, especially in democratic societies;
- reconsider the balance between higher education as a public and private good;
- Address issues of equity in higher education finance, governance, the professoriate, student services, and general issues of opportunity;
- analyze diversity and social inequities generated by factors such as national origin or immigration status, race, gender, gender identity, social class, culture, ethnicity, language, sexual orientation, disability; and,
- consider issues in higher education from different philosophical branches including ethics, epistemology, political philosophy, and social philosophy and from different theoretical perspectives including critical theory, feminism, queer theory, post-colonial theory, Marxism, and poststructural/postmodern theories

With these aims and purposes in mind, it is the mission of the *Philosophy and Theory in Higher Education* to inform policy and practice in higher education while critically engaging with the myriad and sometimes conflicting purposes of the academy as both a private and public good.



Journal of Intercultural Communication and Interactions Research

Open Access

April/May 2021

JICIR is a new trans-cultural and inter-disciplinary journal addressing comparative, cross-, and inter-cultural research that focuses on the dynamic interactions of, across, between, and within "cultures."

Articles address the orientations, challenges, and outcomes of how people identified or identifying with different cultural groups dynamically perceive, represent, encounter, and interact with each "Other" across culturally conceived/constructed inter-group boundaries.

The journal aims to publish high-quality peer-reviewed scientific research focusing on important intercultural constructs, theories, themes, and topics, with special focus on those re-examining or expanding established theories to consider non-western, Asian, Chinese, or other indigenous approaches and perspectives. JICIR invites authors to submit original research articles that provide new approaches, lesser-represented data samples, meta-theoretical, or critical perspectives on how people of various cultures socio-psychologically process, functionally react or seek to meaningfully relate to each other.

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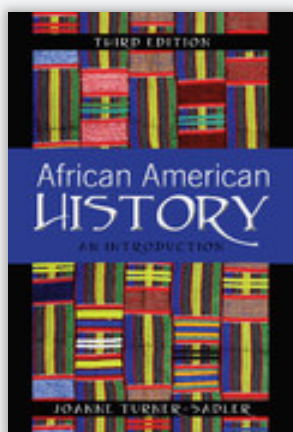
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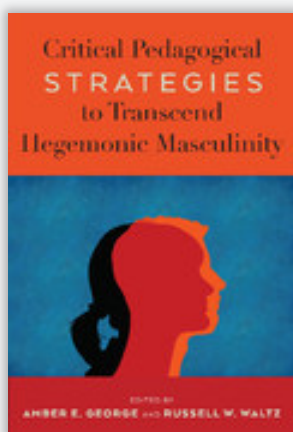
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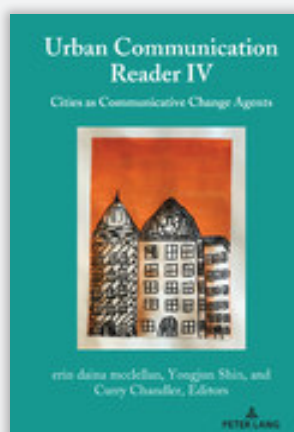
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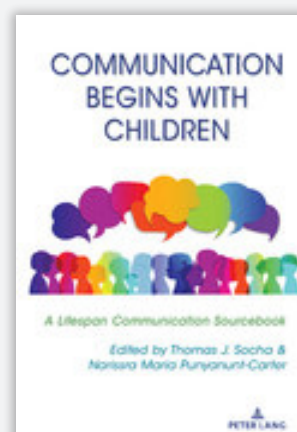
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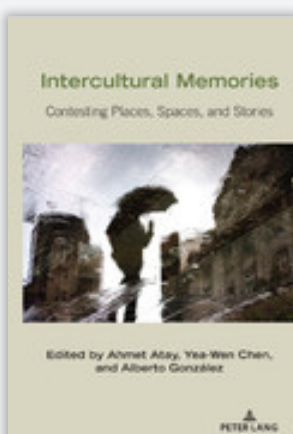
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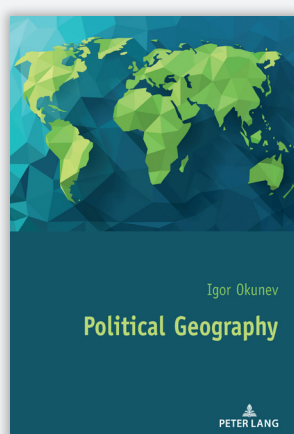
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